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ABSTRACT

A sample of a one-year curriculum for an elementary social studies program is organized within the framework of the value system which gives expression to the culture of the American nation, rather than following the sequential development of historical events. The goal of the program is to understand if contemporary Americans can comprehend the social conditions of the present by a study of the nation in the past and if Americans today detect drastic changes in values, beliefs, and practices. The publication is primarily a resource guide which includes the following four units: American Culture; Social Stratification; Political Culture; and Economic Resources and Growth. Each unit begins with an introductory overview followed by a listing of the generalizations guiding the development of the unit. Major concepts are then defined and the student objectives are spelled out. Sample suggested activities are then developed. Each unit ends with possible evaluation exercises and a suggested listing of instructional materials for teachers and students. The first unit on American culture can be used as a model for developing similar units. (Author/KSM)

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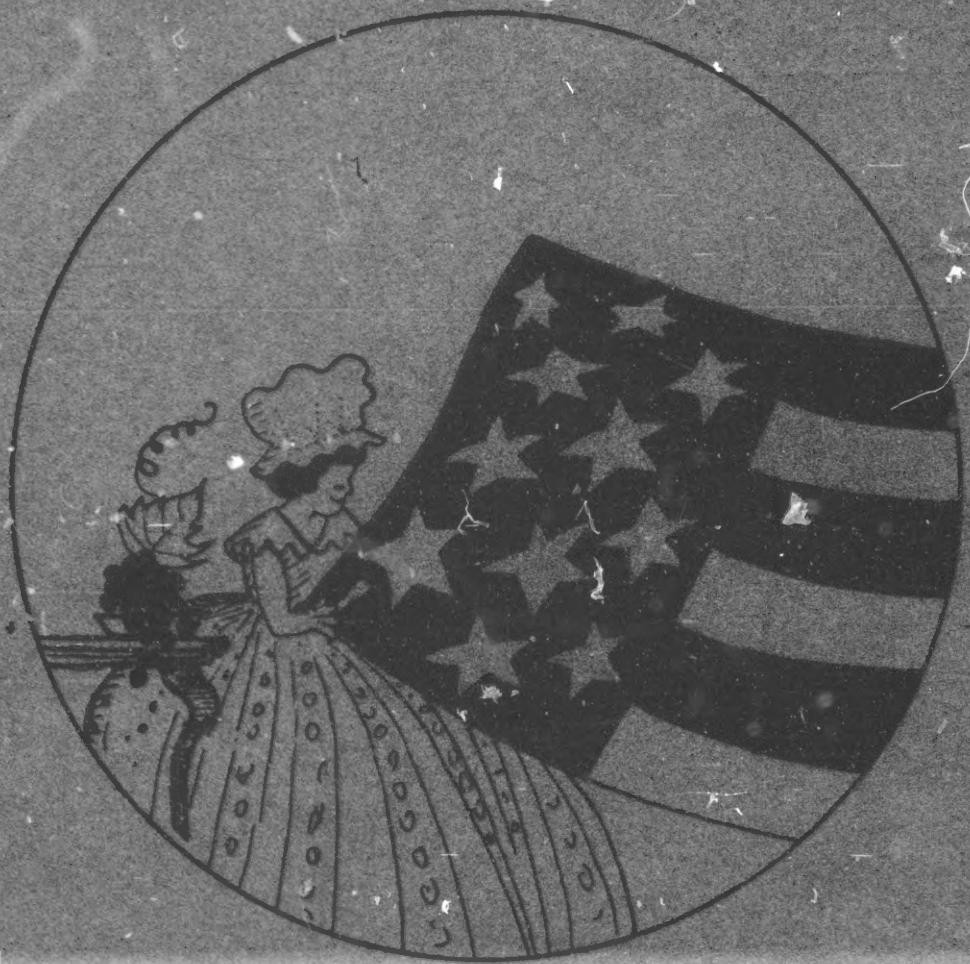
MAN AND HIS RELATIONSHIP TO THE NATURAL AND CULTURAL ENVIRONMENT: THE UNITED STATES



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FOREWORD

"Man and His Relationship to the Natural and Cultural Environment: The United States" is a sample of a one-year curriculum corresponding to Level II, Theme II of the recently revised and updated elementary program guide, entitled Elementary Social Studies Program Guide, 1972.

This publication is primarily a resource guide which includes four units as follows:

- The American Culture
- Social Stratification
- Political Culture
- Economic Resources and Growth

Each unit begins with an introduction, which presents an overview, followed by a listing of the generalizations guiding the development of the unit. The major concepts are then defined and the student objectives are spelled out. Sample suggested activities are then developed. Each unit ends with possible evaluation exercises and a suggested listing of instructional materials for teachers and students.

This guide should be flexibly interpreted and the duration of any one unit will vary with different teachers and students. Many of the suggested learning activities and resources can be adapted and modified to meet the specific needs of students.

AN OVERVIEW OF THE COURSE

Traditionally the study of the United States in the elementary social studies program has been a chronological development of the major events which have shaped the nation. This curriculum attempts a different approach.

Rather than following the sequential development of historical events, this guide is organized within the framework of the value system which gives expression to the culture of the American nation. Can contemporary Americans understand the social conditions of the present by a study of the nation in the past? Do Americans today detect drastic changes in values, beliefs, and practices? If so, why?

The following four units comprise this curriculum:

- The American Culture
- Social Stratification
- Political Culture
- Economic Resources and Growth

The last two units are not as fully developed as the first one, which can be used as a model for developing similar units. Any teacher using this guide is encouraged to add and adapt to the basic outline of the units.

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UNIT I: THE AMERICAN CULTURE

UNIT I: THE AMERICAN CULTURE

As Americans, the people of the United States share a common national heritage. The term "American culture" is often used to refer to the influence of this national heritage in molding a general way of life loosely characteristic of the people of our country today.

The following unit is one suggested way of viewing the development of a way of life we loosely describe as the "American culture." Because it is not intended that all aspects be studied in depth, only samplings of the various stages in American history were selected for study. Alternative topics may be used, depending on the interests of students.

UNIT I: THE AMERICAN CULTURE

GENERALIZATIONS

1. People from many different social, economic, ethnic and national groups have settled in the United States. (Social Organization)

2. The interaction of many different ethnic groups has resulted in the creation of a culturally diverse American society. (Cultural Diversity)

3. Migration and immigration have been conspicuous forms of interaction among Americans, particularly minority groups. (Cultural Diversity)

4. The varied backgrounds of the many individuals and groups that came to the United States have blended to form a national culture with local and regional differences. (Individuality, Creativity, and Culture)

CONCEPTS		OBJECTIVES
Culture:	all the ways of thinking and acting (customs, traditions, tools, arts, habits) that belong to a particular group of people. Culture is a way of life.	General Objectives 1. The student will locate on appropriate maps, the places which specific ethnic groups came from and describe their general contributions to the American nation.
Group:	two or more people who interact, are interdependent and share common goals and meanings	2. The student will describe and explain how the interaction of many different ethnic groups has resulted in an "American" culture.
	National: citizen of a nation.	
	Ethnic: having to do with the various races of people and the characteristics and customs they have in common.	

CONCEPTS	OBJECTIVES

Minority: People of a racial, religious, or cultural group sometimes preserve their own way of life while they are living in a land that is controlled by larger groups.

Economic: People with similar occupation or with similar amount of income.

Interaction: acting with others so that what one person does can change what others do.

National culture: The 50 states today make up a large culture region. People share ways which are common to them. People live in houses, have many goods and earn their living in many ways. English is the main language in all 50 states.

Immigrant: a person who has left one country to come into another to live.

SUGGESTED LEARNING ACTIVITIES

NOTES

Discussion
(Looking at ourselves)

1. Who do you think are Americans? What makes them Americans? Have children respond to the questions and make a list of all their responses. Record and keep for comparison purpose at the end of the unit.

2. Ask pupils if they know what country their ancestors came from. Have them tell or point to the country on the world map. (You may need to work on briefly what the word ancestors mean.)

3. List the different countries on chalkboard. What does this list tell you about this small sampling of people? How can we find out more about our ancestors? What kinds of work did they do in the old country? What customs, habits, and traditions did they observe in the old country? What happened to these when they settled in the United States (in the new country)?

Questionnaire

4. Introduce the questionnaire idea as a form of gathering data. Help children formulate a simple questionnaire.

Objective:
The pupil will be able to formulate a simple questionnaire to gather pertinent data.

Before questionnaire is sent home, perhaps it would be wise to send a short note to parents explaining the reasons for asking these questions.

SUGGESTED LEARNING ACTIVITIES

Questionnaire--Parents or Grandparents

Sample:

1. Where did your ancestors come from _____
   (country)

2. When did your ancestors come to the United States? _____
   (Year)

3. How did they make their living in the old country? _____
   (Occupation)

4. What kind of work did they find in the new country? _____
   _____

5. What customs, habits, and traditions did they bring with them? (Food, clothing, tools, music and dance, arts and crafts, beliefs, social order, norms of behavior, training of children)
   _____
   _____
   _____

6. What customs, habits, traditions, etc. do you still observe today?

7. What changes did they have to make?

8. What were some of their problems?

Have the pupils share their information. Record information from questionnaire.
   a. on chart (See following page)
   b. national origin on world map

Map work

Objective: The pupil will be able to look at a world map and trace a line from the old country to the place of settlement in the new country.

(World map with plastic covering or have children make a large map using the overhead projector.)

EXAMPLE OF A CHART

Country	Year of Arrival	Occupation		Traditions Beliefs Customs Habits	Changes	Problems
		Old Country	United States			

Generalizing

Objective:
The student will examine accumulated data on chart and form at least three generalizations.

5. What do you notice about the information we have gathered from the questionnaires? Can you make some statements about them?

   Where did your ancestors come from?
   Did they all have similar kinds of work? (Old country) Did they find the same kinds of work?
   What can you say about the customs, habits, beliefs, and traditions they brought over? What happened to them?
   Did they have to make some big changes?
   Did they have similar problems?

Hypothesizing

Objective:
From the data gathered the pupils will formulate hypotheses for the purpose of studying the settling and formulation of the American way of life in the United States in general.

6. Have children examine recorded data and the generalizations they made. Have children hypothesize about the United States in general.

   If our small sampling shows that we have people representing several countries, what would you guess or say about the people in the rest of United States?

   Do you think they had the same kind of work as the people in our sampling?

   What about their customs, habits, beliefs and traditions? Did they have to change some? What happened to them?

The pupil responses may reflect similar thoughts as these:

   The United States was settled by people from all over the world.

   People who came to the United States must have done many different kinds of work in the old countries.

The people had to change some of their ways of living.

The different groups of people added something to our way of living.

7. Follow-up discussion:

Samples of the Original Inhabitants

Objective:
By studying the two groups of Indians the children will be able to tell that the Indians were there first and had well-developed life styles of their own.

First Inhabitants--American Indians

Take two different Indian tribes--select according to available materials you may have on hand.

Examples:

Northeastern Woodlands--Mohawk or Seneca

Southwest--Hopi

a. What was the environment like? How did they use it?

b. What skills did they have?

c. What were some of their beliefs? What did they consider very important to their way of life? Did they believe in God?

d. What kind of language did they have?

e. Was there any kind of rules they had to follow? Who made them?

f. What changes did they have to make when other people settled there?

g. What did others learn from them?

Objective:
By comparing information on data chart the pupils will be able to describe the differences and similarities in life style between the two groups of Indians.

8. Divide class into two groups. Give groups sufficient time to do their research in books, film, filmstrips, magazines and any other available resources.

Record information on chart.

Generalizing

9. Follow-up discussion:

   Do you notice any similarities between the two groups? Are there differences?

   If there are any differences, what things do you think account for them?

   Do the two tribes have the same language? Do you suppose they can understand each other?

   What kinds of rules did they have? Were they the same in both tribes? Who made them?

   How did people know how to behave?

10. Independent study:

Independent Study

   a. How did the Indians feel about their environment? Was this a special kind of feeling?

   b. Do you think if the Indians wrote our history books they would write the same kind of information we find in many of our books?

   Have these children share their work with the rest of the class.

   Allow time for reactions.

11. Group activities:

Samples of the Original Colonies

   Present an overview of the thirteen original colonies.

   Have class divide up into four groups.

   Have class browse through available resources and select one area.

Objective:
The pupil will be able to describe how the English settlers tried to establish their life style in the colonies.

New England Colony--Massachusetts

Middle Colony--Pennsylvania

Southern Colony--Virginia

The Negroes

What do we need to find out if we are going to prove or disprove our hypotheses? Have the children review the hypotheses they formulated and the information chart (family sampling).

Guide Questions

The questions would be almost identical with the questions listed in the questionnaire.

a. Where did they come from?
b. When did they come to the new country?
c. Where did they settle?
d. How did they make their living in the old country?
e. How did they make their living in the new country?
f. What customs, habits, beliefs, and traditions did they bring with them? What happened to them?
g. What customs, habits, beliefs, and traditions are still observed today?
h. What contributions did they make to our way of life?
i. What were some of their problems?

Sharing of Information

Have the different groups share their information with the rest of the class.

Recording Data

Record the information on a chart. Let the children decide what categories are needed and how the chart should be organized.

Interpreting Data

Examine data on the chart. Did the settlers come from the same country? Does this tell you something about the language? Do you

suppose this is the reason why we speak the English language today?
What other things do we do today that are similar to what they did?
What kind of work did they do in the old country? Does this tell you something about their background?
What kinds of problems did they face?

12. Independent study

Independent Study

What are some of the problems of the Black Americans today? Could the problems be traced back to the days of slavery?

How do you think the slaves felt about their way of life?

Suggested readings:

Freedom Train: The Story of Harriet Tubman
Sterling, Dorothy

Frederick Douglass: Slave--Fighter Freeman
Bontemps, Arna

Have these children share their study with the rest of the class.

Suggested ways:

Panel discussion
Dramatization

13. Group activities:

Samples of later immigrant groups

Select immigrant groups according to class interest and available resources.

Objectives:

The pupil will be able to distinguish the differences between colonial settlers and the newer immigrant groups.

The pupil will be able to list at least two adjustments the immigrants had to make.

The pupil will be able to list at least two contributions made by each group to our way of life.

Use the same guide questions as those in the colonial section.

Immigrant groups to select from:

Germans and Irish	-- 1840's-1850's
Chinese	-- 1860's-1870's
Norwegians and Swedish	-- 1870's-1880's
Italians, Russians, Polish, Czechoslovakians	-- -1890's
Japanese	-- 1900's-1910's
Canadians, Mexicans, Puerto Ricans	-- 1920's-1950's

Sharing of Information

Small groups according to interest.

Take one question at a time and give each group time to respond.

Record data on information chart.

14. Follow-up activities:

Interpreting Data

Have the children examine the information chart for the colonial samples and the chart for the immigrant groups.

What differences do you see between the colonial samples and the immigrant groups?

Are there some similarities?

What about the problems? Did the immigrant groups have the same kind of problems?

What group do you think had the greatest problems?

How do you think our way of living came about?

Checking up on Concepts

Look at the information charts.

Can you define the word immigrant? What condition classifies a person as an immigrant?

What is a minority group?

Does ethnic groups have anything to do with races?

15. Concluding activities:

Conclusion

If you had the power to change some aspect of our country's history, what would you change?

Evaluation Activities

Which group do you think made the greatest contribution to our way of life? Why do you think so?

Walt Whitman wrote--"Here is not merely a nation but a teeming nation of nations."

What did he mean?
Do you agree with him?

Write a paragraph on:

What is an American?

What are some important or big ideas you have gotten from this study?

Use some of the above ideas and work on a class mural.

RESOURCE MATERIALS FOR TEACHERS AND STUDENTS

Readings (Teachers):

J. Joseph Huthmacher, A Nation of Newcomers - Ethnic Minority Groups in American History. New York, N. Y.: Dell Publishing Co., 1967.

Mary Turner (edited by), We, Too, Belong - An Anthology About Minorities in America. New York, N. Y.: Dell Publishing Company, 1969.

Social Education, April 1969: Minority Groups in American Society - The Elementary School Supplement Focuses on Cultures and Conflicts.

Readings (Students):

Norman Carls, Knowing Your Neighbors in the United States, New York, N. Y.: Holt, Rinehart and Winston, 1966. "In the Cotton Kingdom," pp. 180-182; "Our Nation's Growth Continues," Chapter 5.

Frederick M. King, The Social Studies and Our Country, Palo Alto, California: Laidlaw Brothers, 1970, pp. 166-169.

Margaret B. Mackey, Your Country's History, Boston: Ginn and Company, 1966, pp. 367-370.

Ralph C. Preston, In These United States, Boston: D. C. Heath and Company, 1965; "The American People," Chapter 2.

Muriel Stanek, How Immigrants Contributed to Our Culture, Westchester, Illinois: Benefic Press, 1970.

Life, July 2, 1971: Our Indian Heritage

Norman Carls, Knowing Our Neighbors, New York: Holt, Rinehart and Winston, Inc., 1966; "The Red Man's America," Chapter 3.

Frederick M. King, The Social Studies and Our Country, Palo Alto, California: Laidlaw Brothers, 1970; "Indian Societies and Their Forerunners," Chapters 3, 4, 5.

Trade Books:

Gordon C. Baldwin, How Indians Really Lived
Benjamin Brewster, The First Book of Indians

Richard Erdoes, The Pueblo Indians
Louise and Richard Floethe, The Indian and His Pueblo
Robert Hofsinde (Gray-Wolf), The Indian's Secret World

Films:

Our Inheritance From the Past (11 min. E-H)

Our modern world is actually a product of the past. 2149

Who are the People of America (11 min. E-A) 3190H

Explains where Americans originally came from, how they fought together, plowed the land, and built the cities.

Hopi Indian Village Life (P-I)

Immigration in America's History (11 min. J-H) 1390

Major waves of immigration--17th century to now, causes of immigration, occupational and settlement patterns and contributions of each group.

In Search of a Past (53 min. E-H A) 4456

Three Black students visit Africa. Attempt to gain insight into their cultural heritage and to compare life in America with life in Africa--search for identity.

Negro Heroes in American History (11 min. E-H) 4285

Biographies -- Demonstrates richness of the Negro's contribution to the United States.

Colonial America in the 18th Century (17 min. E-H) 3499HMK

Life in America in the 75 years preceding the Revolutionary War. Describes evolution of the American political system, laws, social customs and economic system. (1965)

Colonial Life in New England (11 min. E-J) 0532H

Pre-revolutionary period. Portrays life in rural New England, living, participation in local government. (1955)

Colonial Life in the Middle Colonies (11 min. E-J) 0533H

Considers the people and their contributions to our national traditions. (1955)

Colonial Life in the South 0534H

Tobacco farm and a tidewater plantation. Characteristic - social and economic life. (1955)

Filmstrips:

Warren Schloat Productions, Inc.
A Prentice-Hall Company
Pleasantville, New York 10570

Immigration: The Dream and the Reality

Teaches your students the harsh facts about America's treatment of alien peoples during and after the great era of immigration. Shatters the myth of the "melting pot." 6 Color Sound Filmstrips.

Minorities Have Made America Great: Sets One and Two

Illustrated with historical paintings, drawings, prints and photographs, these two sets present the great contributions of nine ethnic groups to the growth and development of this country. They will impress your students with an awareness and understanding of America's greatest heritage--her people!

Set One presents your class with the documentary history of the Negroes, Jews, Italians, Germans and Irish, from their settlement in America to the present time. 6 Color Sound Filmstrips. $84.00

Set Two presents your class with the problems and accomplishments of the American Indians, Puerto Ricans, Orientals and Mexican-Americans. 6 Color Sound Filmstrips. $84.00

UNIT II: SOCIAL STRATIFICATION—SOCIAL MOBILITY
IN THREE TYPES OF COMMUNITIES

UNIT II: SOCIAL STRATIFICATION--SOCIAL MOBILITY IN THREE TYPES OF COMMUNITIES

The American society is characterized by its relative openness of the stratification system. Upward mobility is offered to all to some degree depending on the person's ability, skills, and training.

It should be apparent that there is greater social mobility in urban centers due to a greater degree of specialization in occupations and the existence of a greater variety of different roles and life styles from which people can choose to live.

This study on social stratification will emphasize some conditions that lead to the "open" character of our society.

UNIT II: SOCIAL STRATIFICATION--SOCIAL MOBILITY IN THREE TYPES OF COMMUNITIES

LESSON I

Generalization:

Social stratification exists in American society; however, it is less evident due to social mobility.

Why do you suppose more peopie live in the cities than elsewhere?

Why are people moving away from smaller communities to large cities?

CONCEPTS	OBJECTIVE
Social stratification: the ranking of persons on a scale of equality-inequality where the members of a group or society share a set of criteria for valuation. Class: refers to a social group whose members have nearly the same possessions and characteristics valued by a culture. Status: the rights and duties of the roles of others in a group. A hierarchy of ranks constitutes a status and/or class structure. Social mobility: usually refers to the movement of a person or group from one class or social group to another. The process by which a person changes rank. Fixed status: unable to change role or status.	General Objective: The student will recognize that urban centers offer greater social mobility due to a greater degree of specialization and the existence of a wider variety of positions.

SUGGESTED LEARNING ACTIVITIES

NOTES

Assessment

1. Ask the students: Why do you think more people live in the cities than out in the country or the rural areas?

   List all reasons on the board. Write list on chart paper and keep for the purpose of re-examining list at the end of the unit.

2. Tell the class that they will be studying three types of communities to see what kinds of jobs are available in each type.

   Three community types:

   a. Southern Plantation (Colonial Period)

   b. Sugar or Pineapple Plantation in in Hawaii today

   c. City of Honolulu or any modern city.

Divide class into two groups to study the two types of plantation

Entire class

3. Group activities:

Objectives:
The children will be able to make a list of the different kinds of work found on the plantations by doing research in books and viewing films.

The children will be able to make a list of jobs found in the plantations in Hawaii today by referring to books and by calling or writing to the personnel offices of the different companies.

Southern Colonial Plantation

a. What kinds of work or jobs were there?

b. What were the qualifications if any?

c. Who occupied these positions or jobs?

Sugar or Pineapple Plantation

a. What different kinds of work are there on the plantation today?

b. What are the qualifications required?

Listing	Have the children list the different kinds of jobs found in both plantations. Make separate lists.
Grouping	Have the children decide how the different jobs could be grouped. Have the children place the different groups in a kind of hierarchy.
Labeling	Ask children how they would name or label each group (class or social group). Record data on chart.
Interpreting Data	Have children examine data gathered and respond to the following questions:
Comparing and Contrasting	a. In which type of community can a person change jobs more readily and better his living conditions? b. Is there any place where one cannot better his living condition or has very little chance of doing so? (Slaves--fixed status) c. Which type of community offers better opportunities (easier to change jobs)? d. What similar characteristics do these communities possess? (class--status) e. Does each type of community have some order or structure? (class) f. How can one change jobs?
Inferring	g. What factors do you suppose account for the differences between the two types of plantations?

4. Class activity:

Whole Class

Objective:
The children will be able to list the various kinds of work found in the city by observing a shopping center, downtown, studying the want ads, the Yellow Pages in the telephone book and studying their texts.

City of Honolulu or any Modern City

a. What are the different kinds of work available in the city?

b. What qualifications do you think they require?

Listing

Have the children list the different kinds of work. (The list may prove endless--after listing a workable number of jobs, call a halt to this activity.)

Grouping

Have the children decide how the different jobs could be grouped.

Have the children place the different groups in a hierarchy.

Labeling

Ask children how they would label each group.

Interpreting Data

Record data on a separate chart from the plantations chart.

Comparing and Contrasting

Have children compare and contrast the three types of communities.

a. In which type of community can a person change jobs more readily and better his living conditions?

b. Which type of community offers better opportunities? Why?

c. Do you see something similar in the three communities? (stratification)

d. How can one change jobs?

Inferring

e. What factors do you suppose account for the differences among the three types of communities?

5. Class activity:

Activities to check social mobility (ask for parental permission first)

Is there social mobility in your area?

Find 2-4 people willing to answer the following questions:

a. Did you have other jobs before? Why did you change jobs?

b. If you are not satisfied with your present job, can you get another one?

c. What qualifications did you need for your present job? Did you need special training?

or

a. What kind of work did your father do? Educational status_____

b. What kind of work do you do? Educational status_____

6. Discussion

Valuing

Why do you think that social mobility is highly valued in our country?

Should everyone have an equal opportunity to better himself?

Do we give a person more or less respect judging by what he does for a living? Why?

7. Independent study activities

Independent Investigations

- Compare the social structure of England with ours.
- Do all Americans have equal opportunities to better themselves?
- Do all societies have classes? Is there such a thing as a classless society?

8. Concluding activities

Conclusion

Examine list made at the beginning of the unit. Discuss reasons. Add, delete, or modify.

Evaluation activities

Have each child write a paragraph on why people are moving away from smaller communities.

RESOURCE MATERIALS FOR TEACHER AND STUDENTS

Reading:

Frederick M. King, The Social Studies and Our Country. Palo Alto California: Laidlaw Brothers, 1970, pp. 166-169.

Newspaper:

Want Ads

Telephone Book:

Yellow Pages

A STANDARDIZED PATTERN OF STRATIFICATION OF THE U.S. CITY

1. Big Business and Executives

2. Small Business and Free Professionals

3. High White-Collar

   Salaried professional
   Semi-professional
   Salesmen
   Government officials
   Minor managerial employees

4. Lower White-Collar

   Government protection and service
   Clerks
   Stenographers
   Bookkeepers
   Foremen

5. Wage Workers

Paul K. Hatt and Albert J. Reiss, Jr. (editors), Cities and Society, The Free Press of Glencoe--A Division of the Macmillan Co., 1964; The Middle Classes in Middle-Sized Cities, C. Wright Mills, p. 413.

LESSON II:

Generalizations:

1. Developing technology has been and continues to be a dynamic agent of economic and social change. (Stability and Change)

2. As the American nation has grown, social institutions have become more complex and numerous to meet the needs of a technological society. (Social Organization)

CONCEPTS	OBJECTIVES
Social institutions: a group of folkways, mores, and artifacts which together with a pattern of social organization serve the human needs associated with the basic problem of human life. Social change: the passing of one phase to another in society.	1. The student will recognize that adaptive changes in social organization (e.g. rules, roles, class structure) take place as society undergoes technological changes.

RESOURCE MATERIALS FOR STUDENTS

Margaret G. Mackey, Your Country's History, Boston: Ginn and Company, 1966; "Inventions and Industries Changed Ways of Living," Chapter 14.

Ralph C. Preston, In These United States, Boston: D. C. Heath and Company, 1965; "Changing America," Chapter 8.

UNIT III: POLITICAL CULTURE

UNIT III: POLITICAL CULTURE

The American political system is based on the theory that government exists to serve the purposes of the individuals it governs. How does this theory work? Why has this system of government endured so long?

In this unit students will examine the need for some ground rules in any organization and that in order for an organization to function properly the understanding of the rules must become the responsibility of the members.

One approach to the study of our system of government is to have the students become involved in writing a classroom constitution of their own and putting it into practice. This would help initiate the investigation of the United States Constitution, the organizations, and functions of the three levels of government.

This unit will also deal with how the Constitution provides for change and how the people can let the government know they want change. What are the roles of individuals, political parties and interest groups in bringing about change?

Each teacher should decide how much his group can handle. He should limit his areas of study according to the interests and abilities of students. For example, some students could investigate an aspect of the American political culture by following as closely as possible the different steps taken before a decision was reached on a controversial issue. Or, others may study the relationship between the formulation, practice, and evaluation of a classroom constitution and the United States Constitution (in-depth study).

UNIT III: POLITICAL CULTURE

LESSON I

Generalizations:

1. The Constitution of the United States provides for the basic tenets of democratic government, i.e. the functions and services of government.

2. The understanding of the workings of local, state, and federal governments is a civic responsibility of Americans.

How does each level of government know what to do? Why do you think our system of government has lasted so long? How are your rights protected?

CONCEPTS	OBJECTIVES
Constitution: (of the United States) the law of the land, the principles under which the nation is governed. Local government: manages the affairs and provides the services for a city or other local area. State government: provides many services and regulates many activities for the people of the state. Federal government: the central government which is divided into three branches; Legislative, Executive and Judicial. Bill of Rights: The first ten amendments to the United States Constitution; the basic liberties of the American people are guaranteed by the Bill of Rights.	General Objective: The pupil will realize that the United States Constitution is a set of ground rules for government and that it embodies certain political and social values. Specific Objectives: The pupil will be able to identify representative government and limited government as the two political values implicit in the Constitution. The pupil will identify the Bill of Rights as the first ten amendments to the Constitution that guarantee the basic civil liberties and local rights. The pupil will be able to name the three levels of government and describe how they function and list at least five kinds of services they provide.

SUGGESTED LEARNING ACTIVITIES

Discuss why rules are a necessary part in classroom living.
Organize class.

1. What is the name of the organization?
2. What is the purpose of the organization?
3. What are the rights of the members?
4. What are the offices?
5. What powers do the officers have?
6. How are the officers to be selected?
7. How long are the officers to hold office?

Discuss and decide upon the kinds of things that should be in the class constitution. Select or elect delegates to a convention to write a constitution. Delegates are expected to use the suggestions the class made during its discussion.

Delegates will present the class constitution to the group. After discussion and making necessary changes, the class should be ready to adopt the constitution, elect officers, and have a meeting. Meeting should follow the rules given in the constitution. After the meeting is over, class might want to discuss its constitution. These questions will help guide your discussion.

1. Should our plan for choosing leaders be changed? If so, in what ways?

2. Does our constitution give our leaders the right amount of power? If not, how should it be changed?

3. Does our constitution protect the rights of the members? If not, how should it be changed?*

Have children work on platforms. Pretend that they are running for:

Mayor of Honolulu
(Have map of Oahu on hand.)

President of the United States
(Map of the United States)

Governor of Hawaii
(Map of State of Hawaii)

*Adapted from: Frederick M. Ling, The Social Studies and Our Country, Palo Alto, Calif.: Laidlaw Brothers, 1970, pp. 231 and 245.

How do you know these are in your area of responsibilities?
Are you invading someone else's jurisdiction?
HOW WOULD YOU FIND OUT?

Study United States Constitution in children's textbooks.

Gather articles on functions and activities of government on local, state and federal levels in newspapers and magazines.

Study organization and functions of the three levels of government.

RESOURCE MATERIALS FOR TEACHERS AND STUDENTS

Paul F. Brandwein, The Social Sciences Concepts and Values, Level 5, New York: Harcourt, Brace Jovanovich, Inc., 1970, pp. 209-233.

Norman Carls, Knowing Our Neighbors in the United States, New York: Holt, Rinehart and Winston, 1966, pp. 164-168.

Audrey B. Eaglen, Coordinator, The Making of Anglo-America, Boston, Mass.: Allyn and Bacon, 1970, pp. 141-148.

Paul R. Hanna, Investigating Man's World, Glenview, Illinois: Scott, Foresman and Co., 1970, pp. 107-124.

Fred M. King, How Our Government Began, Chicago: Benefic Press, 1965.

Frederick M. King, The Social Studies and Our Country, Palo Alto, Calif.: Laidlaw Brothers, 1970, pp. 226-230.

Margaret G. Mackey, Your Country's History, Boston: Ginn and Co., 1966, pp. 159-176, 595-601.

Ralph C. Preston, In These United States, Boston: D. C. Heath and Co., 1965, pp. 121-132.

DOE Films:

1330 (E-H) — How we Elect our President
Discusses national conventions, platforms, nominations, roll call, election day events, and the electoral college.

1331 (E-H A) — How We Elect Our Representatives
Explains functional basis of our democracy, the election system, registration, primaries, and electioneering. Presents the overview of the responsibility of voting intelligently to make democracy work.

H270 (E) — The Mayor
The roles of the mayor, the council and private citizens are presented.

3564 — Our City Government
Discusses services and law enforcement, functions and the role of the citizens.

DOE Films (con't):

3501 (E-J) Constitution, The Guardian of Liberty
Discusses the U.S. Constitution. Explains the origin and significance of civil rights and civil liberties.

Filmstrips:

Filmstrip House

Our Federal Government -- You and Self-Government

" " " -- The Judicial Branch

" " " -- The Presidency

" " " -- The Senate

" " " -- The House

LESSON II

Generalizations:

Political parties perform necessary services in the government processes; public interest, support, and participation in political parties are needed to maintain our governmental system.

Members of society, through participation, adapt their government to their changing needs and values.

Is government your business, too? Why should you become involved? If our needs and values change, how can we bring about changes?

CONCEPTS	OBJECTIVES
Political party: voters with similar beliefs who form a group to control the officials and policies of the government. The two major parties in the United States are the Democratic party and the Republican party.	General Objectives: 1. The student will recognize that the role of a citizen is a decision-making position. 2. The student will recognize and explain the practical importance to an individual in a democracy of participation in the political process.

RESOURCE MATERIALS FOR TEACHERS AND STUDENTS

DOE Films:

4132 (P-E) Cities and Government - Governing Our Local Community

Influencing political representatives to meet the city's changing needs.

3564 Our City Government

Discusses services and law enforcement, functions and the role of the citizens.

Texts (students):

Paul F. Brandwein, The Social Sciences Concepts and Values, Level 6, New York: Harcourt Brace Jovanovich, 1970, pp. 287-292.

Paul R. Hanna, Investigating Man's World, Glenview, Illinois: Scott, Foresman and Co., 1970, pp. 116-122.

Margaret G. Mackey, Your Country's History, Boston: Ginn and Co., 1966, pp. 593-594, 268-270.

Ralph C. Preston, In These United States, Boston: D. C. Heath and Co., 1965; "Citizens of Today," Chapter 9.

UNIT IV: ECONOMIC RESOURCES AND GROWTH

UNIT IV: ECONOMIC RESOURCES AND GROWTH

The American economic system is characterized as basically a free enterprise system. It is not a pure free enterprise system. What adaptations and modifications have been made? Why have they been necessary? What role does government play in economic decision-making?

In this unit students will examine the American economic system and how it functions today to enable people living in all parts of the nation to satisfy their basic needs and wants. They will also study the nature of economic growth and why it is necessary in accommodating the needs and wants of a growing nation in a technological world.

UNIT IV: ECONOMIC RESOURCES AND GROWTH

LESSON I

Generalizations:

The system of free enterprise has been a characteristic of the American economy from its earliest beginnings.

The process of production and the development and utilization of a labor force are primary factors in our economic growth.

CONCEPTS	OBJECTIVES
Free enterprise: a system in which (1) the means of production are privately owned and controlled, (2) each person is free to make his own decisions in economic life, and (3) each man's income is roughly in proportion to what his labor and his other resources produce. Economy: the way by which men satisfy their basic needs and wants--food, clothing, shelter. Economic growth: increasing progress in satisfying the basic needs of society (goods and services). Expansion of industry and trade.	The student will recognize that the American nation has chosen the free enterprise system as its way of confronting the central economic problem of the utilization of limited resources to meet the needs and wants of its people.

SUGGESTED LEARNING ACTIVITIES

1. Discuss a lemonade stand or other similar activity that children might engage in as symbolic of economic activity in a free enterprise economy.

2. Ask students to collect business success stories from magazines and newspapers. Discuss the stories. (Are there common characteristics about the people or circumstances involved?)

3. Interview people who own various kinds of business enterprises. Develop the criteria for the kinds of questions that might be asked. Discuss the data gathered from the interviews. What can we conclude about the free enterprise system?

4. Independent study:

   Investigate particular businesses in terms of their historical beginnings and development into organizations as they exist today.

5. Comparative studies:

   Compare and contrast

   - Colonial ironmaking with the steel industry of today.
   - Colonial clothes making and the garment industries of today.

6. Application of learnings:

   Experiment with a practical experience of an economic enterprise. For example, make cookies or pretzels, package, and price them. Then sell them.

   Evaluate the activity.

RESOURCE MATERIALS FOR TEACHERS AND STUDENTS

Readings:

Norman Carls, Knowing Our Neighbors in the United States, New York: Holt, Rinehart and Winston, Inc., 1966, pp. 232-240.

Frederick M. King, The Social Studies and Our Country, Palo Alto, California, 1970; "Studying a Colonial Industry," pp. 23-29; "The Nation Develops," pp. 266-272; "Economic Life," Chapter 11; "America Faces Economic Challenges," pp. 329-331.

Ralph C. Preston, In These United States, Boston: D. C. Heath and Company, 1965, pp. 192-201.

DOE Films:

(0252) Beginnings and Growth of Industrial America.
E-H
Explains factors of growth--inventions, investments, and labor.

LESSON II

Generalization:

Regions are mutually interdependent because economic and human resources are not equally divided throughout the nation.

CONCEPTS	OBJECTIVES
Regional interdependence: due to the differences in land-forms, climatic conditions and the unequal distribution of capital, labor, and natural resources, the different regions often specialize in producing goods and services. The different regions, therefore, depend on each other for needed goods and services. Economic resources: Capital--money, machines, materials and the buildings. Labor force--people who work or want to work. Natural resources--land and raw materials. Human resources: people of a country or the supply of workers.	The student will recognize that due to the differences in land-forms, climatic conditions and the unequal distribution of capital, labor, and natural resources, the different regions often specialize in producing goods and services.

SUGGESTED LEARNING ACTIVITIES

NOTES	
Discussion	1. What would happen if all means of communications and transportation suffered a total breakdown?
List, group and label	2. Make a list of products and materials that are imported. Have class group products and materials. Label the different groups. Can we produce any of these things? What things are impossible to produce here? Where do we get these products and materials?
Data gathering	3. Group activities Divide class into six committees to do research. a. The Northeast b. The Southeast c. The Heartland d. The Southwest e. The Western Interior f. The Pacific Coast Guide questions: a. What states make up your region? b. What physical features do they have? (Land-forms and climate) c. What kinds of natural resources does your region possess? d. Does your region bring in some of its materials from other regions? e. Does it import materials from other countries?

Objective:
The pupil will be able to find the information in the different books by using the table of contents and indexes.

f. What are its main products?

g. Where are the large cities located?

h. How do most people in your region make their living?

i. How are materials and products transported in and out of your region?

Sharing Information

Objective:
The pupil will be able to locate the different regions on the maps.

Have each committee report on their findings.
Record pertinent information on wall map.
Have children record information on desk maps.
Record information on retrieval chart.

RETRIEVAL CHART

Region	Land-Form Climate	Natural Resources	Imports	Main Product	How People Make a Living	Modes of Transportation
Objective: The pupil will be able to compare and contrast the different regions by studying the recorded information on the chart.						

4. Concluding activities:

Discussion--

Inferring and Generalizing

Objective:
The pupil will be able to formulate generalizations with the aid of his desk map and the group retrieval chart.

a. Are there any differences among the regions?

b. What are they?

What factors make the differences?

Is it the land?
Is it the climate?
Can you think of other factors?

c. What does this tell you about how our country carries on the business of living?

d. Part of the economy of a region is based on physical factors.

What role does the work of man play?

Applying Generalizations

What do you think would happen if the different regions refuse to supply other regions with their raw materials and products?

Do you think this would ever happen? Why?

OR

What if other nations of the world refused to sell the United States their raw materials?

What consequences do you think we would have to face?

Is this a possibility?

Under what conditions would such refusals occur?

RESOURCE MATERIALS FOR TEACHERS AND STUDENTS

Readings:

Norman Carls, Knowing Our Neighbors in the United States, New York: Holt, Rinehart and Winston, Inc., 1966, pp. 257-420.

William B. Conroy, The United States and Canada, San Francisco: Field Educational Publications, Inc., 1970, Chapters 8-13.

Paul R. Hanna, Investigating Man's World, Glenview, Illinois: Scott, Foresman and Co., 1970; "Study of Functional Regions," Units 17-19; "Study of Uniform Regions: Land-Use Regions, Units 9-16 plus pp. 393-396.

Ralph C. Preston, In These United States, Boston: D. C. Heath and Co., 1965, Chapters 10-15.